



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6040 S. Joslyn Lane, Gilbert, AZ 85297

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling

2004-05 N/A

2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Wendy Nance

Schedule : 07:30 AM to 04:00 PM

Grades : Pre-K-6

Web Address : www.chandler.k12.az.us

Phone Number : (480) 224-2600

Fax Number : (480) 224-2620

E-mail : nance.wendy@chandler.k12.az.us

Mission

Our mission at CTA Freedom is to provide an education for each child that encourages them to pursue academic excellence and life-long learning experiences while developing and utilizing strong character and citizenship skills throughout their daily activities.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met

2004-05 N/A

2003-04 N/A

School Improvement Status (b)

2005-06 N/A

2004-05 N/A

2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü Work with district personnel, school staff and parents to improve and maintain campus safety and crisis procedures.

ü To improve student achievement in the areas of reading, language arts and mathematics.

ü To increase parent involvement on campus.

Enrollment

October 1, 2005 School Year Student Enrollment : 594

Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 600

Instructional Programs

- ü Back-to-Basic Curriculum
- ü Library/PE/Music/Art/Technology
- ü All day Kindergarten
- ü On-site Special Education services
- ü Before/After School Band and Orchestra
- ü On-site Before and After School Care
- ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/25/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Our school will provide a rigorous academic program. We will communicate openly and regularly with parents. We will maintain practices that support the goal of student safety. We will maintain a highly qualified professional staff.

Parents

Parents are responsible for getting their students to school on time, helping students adhere to district and school rules and policies, providing students with an environment conducive to studying and supporting all school and classroom activities.

Transportation Policy

Transportation is provided by the parents. Students should be dropped off and picked up on time.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü N/A	
ü N/A	
ü N/A	
ü N/A	

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2484	80010	100	97	99	463	465	447	4	5	10	10	11	18	57	53	53	29	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1199	38935	100	97	99	464	466	447	3	4	9	13	12	19	54	54	55	31	30	17
Male	40	1281	40974	100	96	98	462	465	448	5	6	11	8	11	18	60	52	52	28	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	NC	767	34545	NC	96	99	NC	441	432	NC	12	14	NC	20	24	NC	54	53	NC	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	66	1395	35142	100	97	99	465	479	465	3	2	5	11	6	11	56	52	56	30	40	28
Students with Disabilities	11	312	10161	100	89	93	425	436	419	27	15	28	36	24	28	18	47	36	18	14	8
Students without Disabilities	68	2172	69849	100	98	100	469	469	451	NA	4	7	6	10	17	63	54	56	31	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	NC	727	39029	NC	94	98	NC	439	432	NC	12	14	NC	23	25	NC	52	52	NC	14	9
Non-Economically Disadvantaged	72	1757	40981	100	98	100	465	476	462	4	2	6	8	7	13	57	53	54	31	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2477	79438	100	97	98	475	467	451	1	5	9	13	17	24	68	61	56	18	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1201	38775	100	97	99	484	475	457	NA	3	7	10	14	22	62	61	58	28	21	13
Male	40	1272	40560	100	96	97	466	460	446	3	7	12	15	19	25	75	60	54	8	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	NC	763	34297	NC	95	98	NC	440	434	NC	12	14	NC	30	31	NC	51	50	NC	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	66	1391	34887	100	97	98	477	482	471	2	2	4	9	9	15	70	66	63	20	23	18
Students with Disabilities	11	303	9588	100	86	88	434	431	416	9	18	30	36	32	32	55	45	34	NA	5	5
Students without Disabilities	68	2174	69850	100	98	100	482	472	456	NA	3	7	9	15	23	71	63	59	21	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	727	38685	NC	94	97	NC	437	435	NC	12	14	NC	32	32	NC	50	50	NC	5	5
Non-Economically Disadvantaged	72	1750	40753	100	98	99	477	480	467	1	2	5	11	11	16	69	65	62	18	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2518	79971	100	98	99	435	444	423	1	4	8	43	27	41	51	65	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1214	38974	100	98	99	442	457	437	3	3	5	33	20	33	56	72	57	8	6	4
Male	40	1300	40895	100	98	98	428	432	410	NA	5	10	53	34	47	45	58	41	3	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	NC	776	34481	NC	97	99	NC	424	410	NC	7	10	NC	36	46	NC	55	43	NC	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	66	1415	35150	100	99	99	440	453	437	NA	2	5	42	22	35	52	70	56	6	5	5
Students with Disabilities	11	339	10258	100	96	94	435	406	377	NA	12	23	36	47	51	64	40	25	NA	1	1
Students without Disabilities	68	2179	69713	100	98	100	435	450	429	1	3	5	44	24	39	49	69	52	6	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	NC	738	38994	NC	95	98	NC	420	409	NC	8	10	NC	39	47	NC	51	41	NC	2	1
Non-Economically Disadvantaged	72	1780	40977	100	100	100	434	454	437	1	3	5	43	22	34	50	71	56	6	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2509	80147	99	98	99	521	508	482	3	5	11	3	10	17	42	45	49	52	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1186	39281	100	98	99	510	509	483	8	4	9	4	9	17	38	44	50	50	43	24
Male	41	1320	40780	98	97	98	528	506	482	NA	6	12	2	10	17	44	46	48	54	38	24
African American	--	129	4249	--	94	99	--	480	464	--	9	17	--	16	22	--	54	48	--	21	13
Hispanic	10	756	33494	100	98	99	NA	482	466	NA	10	15	NA	19	23	NA	48	49	NA	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	56	1453	36122	98	97	99	526	521	501	NA	2	5	4	5	10	41	44	50	55	50	35
Students with Disabilities	NC	335	10295	NC	89	92	NC	469	443	NC	17	33	NC	22	26	NC	45	33	NC	16	8
Students without Disabilities	60	2174	69852	98	99	100	530	513	488	NA	3	7	2	8	16	42	45	51	57	45	26
Limited English Proficient Students	--	201	12722	--	98	97	--	442	441	--	26	27	--	32	33	--	38	37	--	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	NC	689	38371	NC	96	97	NC	475	465	NC	11	15	NC	20	23	NC	52	49	NC	17	13
Non-Economically Disadvantaged	62	1820	41776	98	98	100	523	520	498	3	2	6	2	5	11	40	42	49	55	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2503	79686	99	97	98	494	486	470	3	7	11	9	16	24	76	64	57	12	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1183	39163	100	98	99	490	492	475	8	5	9	12	14	22	65	66	60	15	15	10
Male	41	1317	40438	98	97	97	496	480	465	NA	8	13	7	18	25	83	62	54	10	11	7
African American	--	128	4228	--	93	98	--	467	458	--	7	15	--	28	28	--	59	53	--	6	4
Hispanic	10	752	33299	100	98	98	NA	459	452	NA	16	17	NA	27	32	NA	52	47	NA	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	56	1452	35914	98	97	98	498	500	489	NA	2	5	11	10	15	77	70	67	13	18	14
Students with Disabilities	NC	330	9808	NC	88	87	NC	447	432	NC	22	35	NC	30	32	NC	41	30	NC	6	3
Students without Disabilities	60	2173	69878	98	99	100	500	491	475	NA	4	8	7	14	23	80	68	61	13	14	9
Limited English Proficient Students	--	197	12594	--	96	96	--	415	422	--	45	34	--	38	45	--	17	21	--	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	NC	685	38095	NC	96	97	NC	452	452	NC	17	17	NC	31	32	NC	50	48	NC	2	3
Non-Economically Disadvantaged	62	1818	41591	98	98	99	495	498	486	3	3	6	8	10	16	76	70	65	13	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2539	80372	99	99	99	502	492	475	NA	2	4	15	20	30	79	74	64	6	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1200	39452	100	99	99	507	503	488	NA	2	3	15	13	22	77	80	72	8	5	3
Male	41	1336	40836	98	98	98	498	482	464	NA	3	6	15	27	37	80	68	56	5	2	1
African American	--	131	4264	--	96	99	--	478	465	--	2	5	--	27	35	--	68	59	--	2	1
Hispanic	10	763	33608	100	99	99	NA	471	462	NA	4	6	NA	31	36	NA	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	56	1474	36213	98	99	99	503	502	489	NA	1	2	14	14	22	82	80	72	4	5	3
Students with Disabilities	NC	357	10526	NC	95	94	NC	455	427	NC	5	15	NC	50	53	NC	45	31	NC	1	1
Students without Disabilities	60	2182	69846	98	99	100	507	497	482	NA	2	3	10	15	26	83	79	69	7	4	2
Limited English Proficient Students	--	203	12747	--	99	97	--	430	432	--	12	12	--	54	52	--	34	36	--	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	NC	696	38521	NC	97	98	NC	465	461	NC	4	6	NC	38	38	NC	57	55	NC	1	1
Non-Economically Disadvantaged	62	1843	41851	98	100	100	503	502	489	NA	1	3	13	14	22	81	80	72	6	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	2492	79306	100	98	99	544	526	504	3	6	13	2	11	20	52	52	49	43	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1246	38845	100	97	99	543	527	505	NA	6	11	4	10	20	61	53	50	36	31	18
Male	30	1243	40383	100	98	98	546	525	504	7	7	14	NA	12	19	43	51	47	50	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	NC	722	32673	NC	98	99	NC	502	487	NC	11	18	NC	20	25	NC	53	46	NC	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	51	1400	36234	100	97	99	540	537	523	4	3	6	2	6	13	55	53	52	39	38	28
Students with Disabilities	NC	352	10286	NC	88	91	NC	476	462	NC	27	41	NC	28	27	NC	38	27	NC	8	5
Students without Disabilities	53	2140	69020	100	99	100	550	533	510	2	3	9	NA	8	18	53	54	52	45	34	21
Limited English Proficient Students	--	179	10291	--	97	96	--	467	458	--	28	38	--	34	34	--	36	26	--	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	NC	673	37437	NC	97	97	NC	499	486	NC	12	19	NC	22	26	NC	53	46	NC	13	9
Non-Economically Disadvantaged	53	1819	41869	100	98	100	545	536	521	4	4	7	2	7	14	49	52	51	45	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	2499	79000	100	98	98	528	504	489	2	6	10	10	16	24	67	65	58	21	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1252	38774	100	98	99	537	510	494	NA	4	7	4	13	22	79	68	61	18	15	10
Male	30	1244	40150	100	98	98	520	498	485	3	7	12	17	19	25	57	62	55	23	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	NC	719	32508	NC	98	98	NC	481	472	NC	10	15	NC	29	33	NC	55	49	NC	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	51	1407	36135	100	98	98	527	516	508	2	3	4	12	10	14	67	69	67	20	17	15
Students with Disabilities	NC	358	9991	NC	90	88	NC	458	449	NC	23	33	NC	40	36	NC	34	29	NC	3	2
Students without Disabilities	53	2141	69009	100	99	100	536	511	495	2	3	6	2	13	22	74	70	62	23	15	10
Limited English Proficient Students	--	175	10199	--	95	95	--	441	439	--	31	35	--	46	47	--	23	18	--	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	NC	672	37234	NC	97	97	NC	479	472	NC	11	15	NC	30	33	NC	53	50	NC	6	3
Non-Economically Disadvantaged	53	1827	41766	100	98	99	528	513	505	2	3	5	11	11	16	66	69	65	21	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	2528	79611	100	99	99	533	514	496	NA	4	7	12	24	37	88	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1263	39016	100	99	99	543	526	511	NA	3	4	11	17	29	89	79	66	NA	1	1
Male	30	1262	40519	100	99	98	524	503	482	NA	5	10	13	31	44	87	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	NC	726	32855	NC	99	99	NC	491	481	NC	7	10	NC	37	43	NC	55	47	NC	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	51	1426	36380	100	99	99	530	525	511	NA	2	4	14	19	30	86	78	65	NA	1	1
Students with Disabilities	NC	387	10664	NC	97	94	NC	461	440	NC	14	23	NC	53	54	NC	32	22	NC	1	1
Students without Disabilities	53	2141	68947	100	99	100	537	523	504	NA	2	4	8	19	34	92	78	61	NA	1	1
Limited English Proficient Students	--	175	10362	--	95	97	--	437	438	--	21	22	--	57	57	--	22	21	--	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	NC	679	37626	NC	98	98	NC	489	479	NC	8	10	NC	39	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	53	1849	41985	100	100	100	531	523	511	NA	3	4	13	19	30	87	78	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	2387	79327	96	98	98	575	543	518	NA	11	19	NA	12	20	58	49	46	42	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	1181	38961	100	98	98	595	545	520	NA	9	16	NA	12	20	43	50	48	57	29	16
Male	NC	1202	40295	NC	97	97	NC	541	516	NC	12	21	NC	12	19	NC	49	44	NC	27	16
African American	--	162	4247	--	98	98	--	520	499	--	13	27	--	22	24	--	52	41	--	13	8
Hispanic	NC	687	32327	NC	98	98	NC	510	499	NC	22	27	NC	21	25	NC	45	41	NC	12	8
Asian/Pacific Islander	--	160	1939	--	99	99	--	578	556	--	1	6	--	4	10	--	46	47	--	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	23	1351	36373	96	97	98	575	558	538	NA	5	10	NA	7	14	61	52	52	39	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	23	2071	70006	96	99	100	578	550	524	NA	7	14	NA	11	19	57	51	49	43	31	18
Limited English Proficient Students	--	185	9431	--	97	95	--	471	466	--	52	53	--	25	27	--	19	18	--	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	NC	637	37097	NC	97	97	NC	504	498	NC	26	27	NC	22	25	NC	43	41	NC	10	7
Non-Economically Disadvantaged	22	1750	42230	96	98	99	580	556	535	NA	5	11	NA	9	15	55	52	50	45	35	24

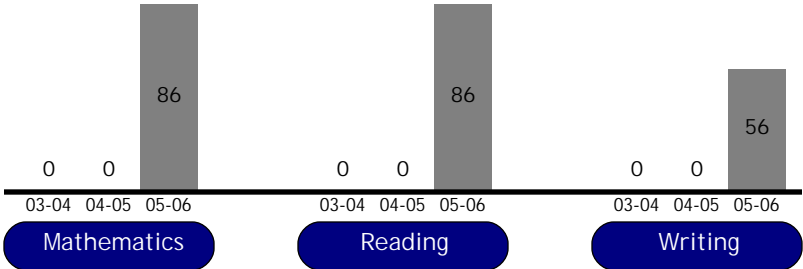
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	2389	79501	96	98	98	533	513	497	NA	6	10	4	17	25	92	70	60	4	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	1180	39062	100	98	99	545	518	502	NA	5	8	7	14	23	86	74	64	7	8	5
Male	NC	1205	40368	NC	97	98	NC	508	491	NC	7	13	NC	21	27	NC	65	57	NC	7	3
African American	--	162	4279	--	98	99	--	494	485	--	9	14	--	28	30	--	60	54	--	2	2
Hispanic	NC	684	32389	NC	98	98	NC	487	478	NC	14	16	NC	30	34	NC	53	48	NC	3	1
Asian/Pacific Islander	--	160	1936	--	99	99	--	531	519	--	1	3	--	9	14	--	76	73	--	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	23	1356	36446	96	98	99	532	526	516	NA	2	4	4	10	15	91	78	73	4	9	7
Students with Disabilities	NC	318	9411	NC	88	88	NC	469	453	NC	24	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	23	2071	70090	96	99	100	536	519	502	NA	3	7	NA	14	24	96	75	65	4	8	5
Limited English Proficient Students	--	182	9401	--	95	94	--	443	443	--	43	40	--	43	46	--	14	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	634	37183	NC	96	97	NC	481	479	NC	17	16	NC	32	34	NC	49	49	NC	2	1
Non-Economically Disadvantaged	22	1755	42318	96	98	99	537	524	513	NA	2	5	5	12	17	91	77	70	5	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	2426	80000	96	99	99	613	582	564	NA	2	3	NA	5	11	63	75	75	38	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	1192	39288	100	99	99	627	595	579	NA	1	2	NA	3	6	36	70	77	64	26	16
Male	NC	1230	40644	NC	99	98	NC	569	549	NC	3	4	NC	7	15	NC	80	74	NC	10	7
African American	--	164	4307	--	99	99	--	577	551	--	1	4	--	7	13	--	79	75	--	14	7
Hispanic	NC	694	32672	NC	99	99	NC	557	548	NC	4	4	NC	11	14	NC	76	76	NC	9	6
Asian/Pacific Islander	--	160	1945	--	99	99	--	605	592	--	1	1	--	1	4	--	67	69	--	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	23	1381	36602	96	100	99	612	593	579	NA	1	2	NA	2	7	61	75	75	39	21	16
Students with Disabilities	NC	346	9919	NC	96	93	NC	533	505	NC	5	9	NC	20	35	NC	71	54	NC	4	2
Students without Disabilities	23	2080	70081	96	100	100	617	590	571	NA	1	2	NA	3	7	61	76	79	39	20	12
Limited English Proficient Students	--	189	9571	--	99	96	--	501	502	--	10	10	--	30	29	--	60	60	--	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	NC	644	37534	NC	98	98	NC	552	547	NC	4	4	NC	13	15	NC	77	76	NC	7	5
Non-Economically Disadvantaged	22	1782	42466	96	100	100	617	593	578	NA	1	2	NA	3	7	59	74	75	41	22	16

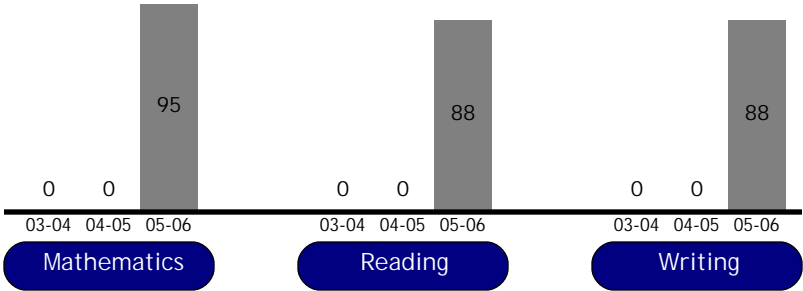
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	53	47	98	76	56	46
	Language	--	--	58	50	--	--	52	47	98	80	59	48
	Mathematics	--	--	71	64	--	--	58	50	98	84	65	52
3	Reading	--	--	NA	55	--	--	54	44	100	68	58	46
	Language	--	--	66	61	--	--	52	44	100	59	56	46
	Mathematics	--	--	66	61	--	--	61	51	100	70	63	52
4	Reading	--	--	NA	56	--	--	56	48	99	70	61	52
	Language	--	--	59	52	--	--	56	49	99	73	63	52
	Mathematics	--	--	68	61	--	--	62	53	99	80	72	58
5	Reading	--	--	NA	55	--	--	57	50	100	78	65	56
	Language	--	--	56	49	--	--	58	50	100	73	63	54
	Mathematics	--	--	69	63	--	--	58	49	100	76	65	52
6	Reading	--	--	NA	56	--	--	60	51	96	78	67	56
	Language	--	--	57	48	--	--	55	47	96	72	59	50
	Mathematics	--	--	74	66	--	--	63	52	96	85	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Chandler Traditional Academy -Freedom Campus

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Monitor School Climate
- Ü Monitor School Safety Issues
- Ü Improve Communication
- Ü Monitor Accomplishment of School Goals
- Ü Facilitate Use of Tax Credit Funds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.50
Other Professional Staff	2.50	Teacher Aide	10.20

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	2	4	0	0
7 to 9 years	0	8	0	0
10 or more years	2	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Networked Computer Lab
- Ü Cafeteria/Multipurpose room
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Running Club
- Ü Band
- Ü Tutoring
- Ü Orchestra
- Ü On-site before and after school care
- Ü Chorus

Social Services

- Ü Counseling services
- Ü School Safety Officer
- Ü Health services
- Ü Before/After school programs
- Ü Breakfast/Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü N/A

ü N/A

ü N/A

ü N/A

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Crisis plans have been established and reviewed with the staff. School rules are communicated to students and enforced. All staff members wear badges. Visitors are required to check in to the office. Fire and lockdown drills are held monthly.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Wendy Nance	(480) 224-2600
Transportation Policy	Wendy Nance	(480) 224-2600
Community Resources	Michelle Stegg	(480) 224-2600
School Nutrition Programs	Rose Lopez	(480) 224-2600
Parent Organization	Andrea Dickson	(480) 224-2600
Student Health/Nurse	Danielle D'Angelo	(480) 224-2600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.